Chapter I

Introduction

In chapter I, I explain about basic consideration, problem statement, reason for choosing the topic, objective of research, significance of research, and delimitation of research.

Basic Consideration

Writing is very important communication tool for humans. It can be imagined how the world would be if none could write. Rainey (2003, p. 2) argued that writing is obviously one of the most common tools for expressing. Once people are able to express ideas through writing, freedom and power will be theirs. In additional, through writing, people could communicate with others. Writing allows the discovering of information of the past because many cultures were kept in writing forms. People express their thought, feelings, perceptions and ideas in writing. Everything that is kept in writing is more permanent than which is expressed orally. Even, getting a job requires writing ability since application letters is applied in written form. Many companies put written communication skills in the top of a good employs' requirements. Almost all contexts of life, especially education need good level of writing skills.

Writing is one of four skills of language. Meyers (2005, p. 2) explained that "Writing is partly a talent, but it mostly a skill, and like any skill, it improves with practice. Writing skills are very important as well as writing in this globalization, especially for students. These skills need to be mastered by them".

It is because by mastering writing skills, students are able to communicate and express themselves. These skills are necessity for them in getting jobs due to many companies in private sector and administration institute require employees who have good writing skills as the researcher has explained above. Even Tarigan (1994, p. 4) argued that people who are educated could be recognized by their writing skills. As language skills, writing are extremely important to be mastered by students.

Writing skills might sound simple as Olson (2009, p. vii) stated that writing is nothing more than just a thought on paper-considered and organized thought. It is true because writing expresses humans' ideas and thoughts in written form. On contrary, it is not as simple as Olson said. As one of the main basic language skills that are taught in schools, writing skills are commonly considered as the complex one. Heaton (Heaton, 1988) stated that "writing skills are complex and sometimes difficult to teach, requiring not only grammatical and rhetorical devices but also of conceptual and judgmental elements. It concludes several components such as language use, mechanical skills, treatment of content, stylistic skills, and judgmental skills. Writing skills are obviously not simple.

Besides, complexity of writing also appears in getting started to write. "The trouble is how do you think up that attention-grabbing first sentence? Where do you go to find that really interesting stuff? What do you do if your mind is as blank as the paper you're staring at?" (Grenville, 2001, p. v). It will be a major trouble for students. The common problem that appears is related how to get

started. Students tend to find difficulties of creating and generating ideas of a topic or issue that they will write. It makes writing skills difficult for them.

Meanwhile, teaching writing to students is not simple. Its complexity causes teaching writing is very challenging task for English teachers in education field due to writing is complex, disorderly, and frequently frustrating (National Writing Project, 2003). Many students find trouble in getting started. They do not know what they will write. Poverty of ideas causes it. On the other hand, every student has opportunity to master writing skills. Not everyone was born to be a writer, but writing skills can be practiced and mastered by everyone (Blanchard & Root, 2004, p. 1). It is a teachers' responsibility to solve this problem.

Moreover, in senior high school, there are several kinds of text that are taught in senior high school level. They are descriptive, narrative, report, discussion, recount, news item, analytical exposition, hortatory exposition, spoof, procedure and review. Each of them has its own characteristics. One of them is analytical exposition. Sudarwati and Grace (2005, p. 116) explained that analytical exposition is a kind of text which is used to persuade the reader or listener by presenting arguments and analyze or explain about *how* and *why*.

In analytical exposition, students are required to generate ideas well because in writing analytical exposition they have to present their opinion of something in logical order. Sudarwati and Grace (2005, p. 109) argued that analytical exposition text presents arguments so that some people call it as argumentative text. It socially persuades reader or listener that something is the case. Unfortunately, the lack of students' ability in generating ideas causes writing

analytical exposition difficult for students whereas analytical exposition text is very important to be known. This genre of text is commonly used in an advertisement, speech, editor letter, article, etc.

In order to guide students so that they will be able to generate ideas in writing text, teachers have to find a technique which is appropriate to solve this problem. The technique that could be applied is called brain storming. It is a structured process of having ideas invented by an American advertising executive in the late 1930s, Alex Osborn. It has characteristic to stimulate generating ideas very quickly and many of them are new and valuable (Baker, 1997, p. 7). Teaching writing analytical exposition text to students by using brainstorming technique is helpful because of its goal. It can improve their ability to generate ideas. The ability is important because writing this genre of text requires rich ideas due to its communicative purpose to convince readers or viewers about a truth by presenting arguments that are well organized. So, this technique is appropriate to be used in generating ideas in writing analytical exposition text.

The applying of brainstorming has been studied by several researchers. One of them is Mahdun on 2009. He conducted an action research which titled The Using of Brainstorming in Improving Students' Reading Skills. It aimed at describing and testing whether brainstorming can increase students' reading ability. The result of research after doing two cycles shows that brainstorming can increase students' reading skills. Furthermore, the applying of brainstorming can be studied in other skills, such as writing. The study of applying of brainstorming is rarely used in writing skills, especially in ability to generate ideas. That is why

a research on applying brainstorming technique in improving writing skills, particularly in ability to generate ideas is needed.

Based on my observation in SMA Negeri 2 Limboto, students had problem in learning writing. The problem that they face was related to their ability in generating ideas in order to write a good text. Getting many ideas to write was sometimes frustrating for students. They did not know how to collect rich ideas about a topic or an issue that were going to write so that writing was often considered as hard. That problem appeared when students were asked to write an analytical exposition which required their ability to ideas. Unfortunately, this difficulty seemed to be underestimated. Teachers only focused on students' grammatical error and how to fix it while students' problem in generating ideas was ignored. The problem in generating ideas needed to be solved. Even teachers had heard of brainstorming technique, they rarely used this technique. In teaching writing, they only applied a common model of teaching called think-pair-share whereas brainstorming is more effective and appropriate to improve students' ability in generating ideas.

From the explanation above, it can be concluded that this research investigated whether using brain storming technique can improve students' ability to generate ideas in writing text. The text that was investigated was analytical exposition because this text requires students' ability in generating ideas. Therefore, I formulated title of this study as ***"Improving Students' Ability to Generate Ideas in Writing Analytical Exposition Text by Using Brainstorming Technique".***

Problem Statement

There is one problem statement of this research. It is "Can brainstorming technique improve students' ability to generate ideas in writing analytical exposition text?"

Reason for Choosing This Topic

In this research, there are some reasons why I choose this topic, those are as follow:

1. Writing skills are very important and difficult skills for students to be mastered.

2. Analytical exposition text is useful for student in increasing their ability in writing text.

3. Analytical exposition text requires students' ability in generating ideas.

4. Brain storming is a good technique in generating ideas which is rarely used in writing.

Objective of Research

The objective of this research is to know whether brain storming technique can improve students' ability in writing analytical exposition text or not.

Significance of Research

Hopefully, this research would give usefulness both theoretically and practically. Theoretically, it would give information about analytical exposition text and the implementation of brain storming technique in teaching writing. In additional, it would be a reference for further researchers, particularly in teaching writing by using brain storming technique. Practically, English teachers would be encouraged to find out more technique in teaching writing. Furthermore, students would be motivated to learn more and increasing their writing skills, particularly their ability to generate ideas.

Delimitation of Research

There are several kinds of text which are taught in senior high school level such as descriptive, narrative, report, news item, review, recount, spoof, hortatory and analytical exposition, and discussion. There are some researchers who have done researches about genre of text. I decided only focus on analytical exposition text because this genre of text requires students' ability in writing, particularly in generating ideas of students in writing the text.